

DOCUMENT RESUME

ED 145 124

08

CE 012 620

AUTHOR Morgan, Samuel D.; Oscarson, David J.
TITLE Preparing Local Plans for Administering Vocational Education. Competency-Based Administrator Education Module.
INSTITUTION Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
BUREAU NO 498AH50284
PUB DATE Mar 77
GRANT G007500446
NOTE 100p.; For related documents see CE 012 618-625 ; Some Pages may not reproduce clearly due to paper color

EDRS PRICE MF-\$0.83 HC-\$4.67 Plus Postage.
DESCRIPTORS *Administrator Education; Curriculum; Educational Objectives; Educational Strategies; *Inservice Education; Learning Activities; Learning Modules; *Performance Based Education; Post Secondary Education; Program Administration; *Program Planning; Secondary Education; *Systems Approach; *Vocational Education

ABSTRACT

This module, one of a set of seven instructional materials designed for competency-based vocational education administrator education, focuses on program planning. Both state and local level planning processes are reviewed with the overall purpose of helping the learner (1) understand the planning process, (2) develop organizational skills for planning, (3) understand the systems concept and its application to the planning process, (4) develop skill in using available data for planning, and (5) develop ability to translate demographic data into an actual plan. Major content is comprised of three sequential learning experiences. Each experience includes an explanation of the activity, a self-check, and model answers to serve as feedback. The final learning experience is designed to allow application of learning in an applied setting. The module concludes with module assessment and administrator performance forms designed to test the exit competence of the learner. (SH)

* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *

ED145124

PREPARING LOCAL PLANS FOR
ADMINISTERING VOCATIONAL EDUCATION

Competency-Based Administrator Education Module

Samuel D. Morgan

David J. Oscarson

U. S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

The project presented or reported herein was performed pursuant to a contract from the U. S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

Competency-Based Administrator Education Project
Division of Vocational and Technical Education
Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

March 1977

CE 012 620

CONTENTS

	Page
Introduction	1
Module Structure and Use	
Organization	2
Objectives	2
Procedure	3
Resources	3
Terminology	4
Learning Experience I	
Overview	5
Activities	6
Feedback	11
Learning Experience II	
Overview	13
Activities	14
Feedback	29
Learning Experience III	
Overview	32
Activities	33
Feedback	49
Module Assessment	
Overview	51
Activities	52
Feedback - Assessment Form	84

INTRODUCTION

One of many processes that is recognized as an essential part of modern administration is planning. An increased public outcry for more accountability in the expenditure of education tax dollar(s) plus rapid, social, economic, and technological change seems to have catapulted planning into prominence and given it greater priority. The Congress, through its passage of vocational education legislation, has mandated that planning receive more emphasis and attention at both the state and local level.

Planning may be viewed from many perspectives. While it seems to be moving more toward a science than an art, much remains to be learned about the process before educators can plan with greater detail and accuracy. Planning might be viewed as a continuum with one extreme representing random behavior totally without purpose; at the opposite extreme, planning might be seen as an absolute, accurate prediction of the future. Obviously, neither end of the continuum is very descriptive of planning efforts exerted by vocational education administrators today.

If vocational education is to more adequately meet the career needs and aspirations of today's secondary and post-secondary students, the planning process must be better understood and more efficiently implemented than it has been at any time in the past. For this to be achieved, vocational education administrators must improve their skill and knowledge of planning and the planning process.

MODULE STRUCTURE AND USE

ORGANIZATION This instructional module is designed to help you improve your knowledge of and skill in planning local vocational education programs (although it will not transform you into an accomplished planner) by improving: (1) your understanding of the planning process, (2) your organizational skills for planning, (3) your understanding of the systems concept and its application to the planning process, (4) your skill in using available data for planning purposes, and (5) your ability to actually translate demographic data into an actual plan. An introduction and three sequential learning experiences are contained in this module. An overview precedes the first learning experience to provide at a glance a brief description of what the learning experience entails.

Two types of objectives form the basis of the learning experience: a terminal objective and an enabling objective. The enabling objective is designed to help you achieve the terminal objective. The learning experience has activities to help you accomplish the objective, and by use of the feedback devices provided, you should be able to determine if you have reached each objective. The first learning experience is designed to provide you with the needed background information. The second, third, and fourth learning experiences give you an opportunity to apply that information in practical situations, in both simulated and real settings. The final assessment is designed to allow you to develop a one-year plan for vocational education in a local school system. It requires repeating all previous learning experiences in an application to a new situation representing a school setting.

OBJECTIVES This module includes four objectives:

Terminal Objective: Given a set of hypothetical demographic data on vocational education at the state and local level, demonstrate your ability to develop a one-year plan for vocational education. Your performance will be judged by your resource person using the "Performance Assessment Form," p. 84.

Enabling Objective #1: Demonstrate knowledge and understanding of the importance and need for planning local programs of vocational education (Learning Experience I).

Enabling Objective #2: Demonstrate knowledge and understanding of planning as a systematic process with ability to identify the major parts of a local plan and explain their functions (Learning Experience II).

Enabling Objective #3: Demonstrate the ability to criticize a local plan for vocational education (Learning Experience III).

PROCEDURE

After reading the "Introduction," page 1, and the objectives listed above, you should be able to determine how much of this module you will need to complete in order to be competent to reach the terminal objective of developing your own one-year plan.

- * If you already have an adequate definition and understanding of planning as a concept, you may not need to proceed with Learning Experience I.
- * If you already understand the concept of a systems approach to planning, you may not need to proceed with Learning Experience II.
- * Instead, with the approval of your resource person, you may wish to proceed directly to Learning Experience III on organization for planning and proceed to the module assessment.

RESOURCES

Listed below are the outside resources which are intended to supplement those contained within the module. Check with your resource person to determine the availability and location of the resources.

REQUIRED RESOURCE

Resource Person

- * Your resource person must be contacted to assess your performance toward achieving each enabling and terminal objective.

OPTIONAL RESOURCES

Resource Person

- * Your resource person may be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Resource Person and/or Peers

- * If you wish to discuss the information contained in the learning experiences, or compare your impressions, understanding, or written work through discussion, you may set up a small group dialogue with your peers and/or resource person.

REFERENCES

- * Campbell, Roald F., and Russell T. Gregg. Administrative Behavior in Education. New York: Harper & Row, 1957.
- * Koontz, Harold, and Cyril O'Donnell. Management: A Book of Readings. New York: McGraw-Hill Book Co., Section II Planning, pp. 96-250.
- * Law, Gordon F., ed. Contemporary Concepts in Vocational Education. First Yearbook of the American Vocational Association. Washington: American Vocational Association, Inc., 1971.
- * Mager, Robert F. Preparing Instructional Objectives. Belmont, California: Fearon Publishers, Lear Siegler, Inc., Education Division, 1962.
- * McManama, John. Systems Analysis for Effective School Administration. West Nyack, NY: Parker Publishing Co., 1971.
- * Valentine, Ivan E. Administration of Occupational Education: A Suggested Guide. Fort Collins, Colorado: Colorado State University and Contract #OEC-O-70-4424.
- * Virginia State Plan for Vocational Education, 1975-76. Richmond, VA: Division of Vocational Education, State Department of Education, Part II, Annual and Long-Range Program Plan Provisions, 1975.
- * Wenrich, Ralph C., and J. William Wenrich. Leadership in Administration of Vocational and Technical Education. Columbus, Ohio: Charles E. Merrill Publishing Co., 1974.

TERMINOLOGY

Planning - A systematic procedure for establishing goals, objectives, purposes and identifying specific alternatives, strategies and priorities to achieve organizational objectives.

Mission Statement - Alludes to the purpose of the system's existence.

LEARNING EXPERIENCE I

ENABLING OBJECTIVE

Demonstrate knowledge and understanding of the importance and need for planning local programs of vocational education.

- Read Read the "Information Sheet," pp. 6-9
- Optional Reading You may wish to read the supplementary references, p. 10.
- Optional Activity You may wish to meet with your resource person and/or peers to discuss the reading(s).
- Feedback Demonstrate your knowledge of the need for planning local programs of vocational education by completing the "Self-Check," p. 11, and checking your answers with the "Model Answers," p. 12.

INFORMATION SHEET

LOCAL PLANNING FOR VOCATIONAL EDUCATION PROGRAMS

Perhaps this part of the module might best begin with a "fable" taken from Magers' book entitled, Preparing Instructional Objectives (1962):

"Once upon a time a sea horse gathered up his seven pieces of eight and cantered out to find his fortune. Before he had traveled very far, he met an eel, who said, "Psst, hey bud. Where 'ya goin'?"

"I'm going out to find my fortune," replied the sea horse, proudly.

"You're in luck," said the eel. "For four pieces of eight you can have speedy flippers, and then you'll be able to get there a lot faster."

"Gee, that's swell," said the sea horse, and paid the money and put on the flipper and slithered off at twice the speed. Soon he came upon a sponge, who said, "Psst, hey bud. Where 'ya goin'?"

"I'm going out to find my fortune," replied the sea horse.

"You're in luck," said the sponge. For a small fee I will let you have this jet-propelled scooter so that you will be able to travel a lot faster."

So the sea horse bought the scooter with his remaining money and went zooming through the sea five times as fast. Soon he came upon a shark, who said, "Psst, hey bud. Where 'ya goin'?"

"I'm going out to find my fortune," replied the sea horse.

"You're in luck. If you'll take this short cut," said the shark, pointing to his open mouth, "you'll save yourself a lot of time."

"Gee, thanks," said the sea horse, and zoomed off into the interior of the shark, there to be devoured.

The moral of this fable is that if you're not sure where you're going, you're liable to end up someplace else and not even know it."

Implicit in this little fable is the notion that unplanned, random behavior can be much less than productive and can, under certain circumstances, lead to grave consequences.

If local programs of vocational education are to continue meeting the needs of students, planning becomes a central and important priority. The social and technological environment continues to change at an ever accelerating pace. Providing instruction, facilities, equipment, curricula and utilizing these in an effective and efficient manner to match a persons skill and knowledge in a relevant job, is a complex task. Planning is one rational process that will assist the local director in improving and making vocational education more responsive.

The Local Director's Role in Planning

The person designated as local director of vocational education is usually responsible for developing the local plan for vocational education. Normally, there are two plans, a five year projection plan and an annual up-date of the five year plan. This suggests that planning is a continuous process of assessment of the situation, developing the plan, implementing the plan, evaluation of the results of the plan, and revision of the plan.

A second and equally important responsibility of the local director in the planning process is to insure that those who will implement the plan are committed to it. Without a high level of commitment, the best plan becomes no more than words on paper. Confusion often results because some attempt to follow the plan while others ignore it.

There are many techniques the local director might use to help insure commitment. One technique that has demonstrated favorable results is to directly involve those who are effected by the plan in the planning process. Participation in the plan seems to help insure that those who are involved will take more responsibility of implementation.

Engaging others in the planning process suggests that the local director becomes an organizer and coordinator of the planning activities of others. In these roles, the local director must examine his/her personal philosophy and beliefs to determine if involving others becomes a personal threat.

Need for Planning

Why should planning be an important part of the local vocational education program? The social and economic environment is changing at an unprecedented rate. If vocational education is to continue to respond to the needs of its clientele in the climate of rapid change, planning is an essential activity. Examples of the conditions that produce change include: (1) rapid technological development, (2) economic fluctuations resulting in shifts in manpower supply and demand, (3) changing social trends with more emphasis on employment of women, members of minority groups, and the aged, (4) shifts in the population age distribution, (5) environmental protection concerns, and (6) economic competition from foreign labor markets. These and many other variables, including economic, social, and political variables, give emphasis to an increased need for vocational education planning.

While no one is able to completely control or accurately predict the future with a high degree of certainty, planning does provide a broader base for anticipating events that are likely to occur in the future. When a local plan for vocational education is available for implementation, there is a basis for direction and change; without such a plan, there is nothing to change--organization behavior, leadership, and administration tends to become random and without direction.

Definition of Planning

What is planning and how might it be defined?

A brief review of several definitions of planning may be useful at this point. Webster defines planning several ways: (1) to arrange the parts of design, (2) to devise or project the realization or achievement of, (3) an orderly arrangement of parts of an overall design or objective. Valentine (pp. 117) defined planning as ". . . the systematic procedure for establishing goals, objectives, purposes, and identifying specific alternatives, strategies, and priorities to achieve organizational objectives." Campbell and Griggs (1957, pp. 281) defined planning as ". . . intelligent preparation for action. It also gives meaning to action, for only as goals and objectives are clearly conceived do reasons for programs and activities become apparent."

Clearly in each of these definitions, the concept of planning is an organized, consistent purposeful and rational effort exerted toward making a deliberate effort to influence what occurs in future events. Planning is systematic and in order to have maximum impact on vocational education programs, it must be regularly monitored and the entire process repeated on a regular interval. Therefore, the task of planning is never finished.

Campbell and Griggs (1957, pp. 281) indicated:

The importance of planning in all kinds of organizational effort is commonly recognized. Without planning there can be little intelligent direction or activity. The activity will be largely meaningless and ineffectual. It is through planning that purposes are established and that coordinated means for accomplishing the purposes are developed. Planning is an essential component of the administrative process.

They went on to say:

"Two crucial questions to be answered by planning are: What is to be accomplished? and How shall it be accomplished?"

REFERENCES

Campbell, Roald F., Gregg, Russell T. Administrative Behavior in Education. New York: Harper & Row, 1957.

Mager, Robert F. Preparing Instructional Objectives. Belmont, California: Fearon Publishers, Lear Siegler, Inc., Education Division, 1962.

Valentine, Ivan E. Administration of Occupational Education: A Suggested Guide. Fort Collins, Colorado: Colorado State University and Contract #OEC-0-70-4424.

Virginia State Plan for Vocational Education, 1975-76. Division of Vocational Education, State Department of Education, Part II, Annual and Long Range Program Plan Provisions, Richmond, VA 23216.

SELF CHECK

Directions: For the multiple-choice questions below, indicate your choice of the best answers by placing the appropriate letter in the space at the left of each question. In addition, write a brief justification and explanation for why you perceive your choice to be the best answer.

- _____ 1. Through planning, local programs of vocational education can:
(a) be changed continuously, (b) can be changed as the need arises, (c) not be changed without a reason, (d) none of the above.
- _____ 2. A good local plan for vocational education must have the: (a) endorsement, (b) approval, (c) commitment, (d) concurrence of those effected by it.
- _____ 3. Planning is a: (a) continuous, (b) intermittent, (c) regular, (d) function part of a modern administrative process.
- _____ 4. A plan for a local program of vocational education is needed:
(a) if the program is to survive, (b) if the program is to respond to change, (c) if the program is to meet its clientele needs, (d) all of the above.
- _____ 5. Planning is an administrative process that assists the local director of vocational education in evaluating: (a) where the local programs are in their development, (b) where they should go in future development, (c) where the program's strong and weak points are, (d) all of the above.

MODEL ANSWERS

- c 1. An existing local plan for vocational education provides one basis and rationale for making changes. A local plan assumes that a direction and objective have been identified and that the program is striving to reach those objectives. Implementation of the plan provides a record and history of program accomplishments or lack of accomplishments. If a reason to change arises, the established direction plus the history suggest what new direction might be needed.
- c 2. Without commitment to the local plan and its implementation, it is no more than a document with words that has no meaning with little or no potential for assisting the local programs in meeting student needs.
- a 3. Planning is a continuous process which permits the local programs to respond to changes that will better meet students' needs.
- c 4. Meeting the needs of vocational education students is the major purpose of the local programs. Planning is a key element in this process.
- d 5. Planning, if done properly, can assist the local director in monitoring the progress of the local programs of vocational education.

----- *

LEARNING EXPERIENCE II

ENABLING OBJECTIVE

Demonstrate knowledge and understanding of planning as a systematic process with ability to identify the major parts of a local plan and explain their functions.

Read Read the "Information Sheet," pp. 14-28.

Optional Activity You may wish to meet with your resource person and/or peers to discuss the reading(s).

Feedback Demonstrate knowledge of the steps and procedures involved in preparing a plan for a vocational education program by completing the "Self-Check," pp. 29-30, and checking your answers with the "Model Answers," p. 31.

INFORMATION SHEET

LOCAL PLANNING FOR VOCATIONAL EDUCATION PROGRAMS

The local director of vocational education has many responsibilities associated with the development of a local vocational education plan.

Some of these responsibilities include: leadership of the planning team, identifying and selecting the planning team members, coordinating and assisting in the organization of their planning activities, collecting data and information and making it available to the planning team, and other tasks that will provide organization for the planning process.

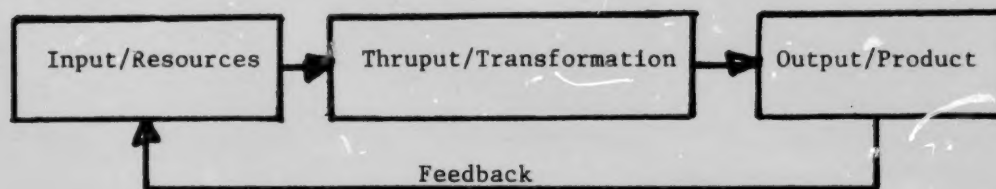
If a local plan already exists, a principal responsibility of the local director is to monitor the plan as it is implemented and to provide for its evaluation to determine how effective and beneficial it has been in responding to students' needs. If the local director is responsible for developing the first local plan for vocational education, an entirely different approach must be taken. Organizing the planning process becomes a major task. The first step in the planning process is to assess the current status of the local vocational education program.

A Systems' Approach to Planning Local Programs of Vocational Education

What is a 'systems' approach to planning?

Griffiths (1969:167) suggested that "the word system can be used to refer to a vast array of things from the smallest 'whole' to the total universe." In this module, one should consider system to refer to a

'whole' or complete approach to planning. A common system module is shown in the following diagram.



This model can be used as a basis for organizing and conceptualizing the planning process. It can also be used as a way to analyze the local program of vocational education. When this systems model for analyzing the local program, the first phase, Input, might represent the students enrolled in the vocational program and resources as the teachers, facilities, equipment, curricula, time, funding, ancillary personnel and other resources that contribute to the operation of the program. The next phase, Thruput/Transformation, might be thought of as the conversion of the resources into an output or product. In the case of a local vocational education program, the Thruput would be all of the teaching-learning activities that contributed to the knowledge and skill development of the student in the time allotted for that purpose. The third phase, Output or Product represents those students who successfully and/or unsuccessfully complete or fail to complete the program of studies. The Feedback Phase represents an evaluation of the other three phases. From the feedback loop, one should be able to evaluate if all of the Input/Resources were used and used to the optimum advantage, if in the Thruput/Transformation Phase the teaching-learning activities produced an Output/Product that could get a job that matched or was related to the training and could let the student remain in that job. Through Feedback, the activities associated with each of the other three

phases can be evaluated and changed as need indicates. It provides a rational basis for change and gives indications of where the changes need to be made.

In applying the systems model to the planning process, Input might be considered as an assessment of the current status or situation, while resources might be viewed as being people, information, data, time creativity, skill, knowledge, funding, and any other resource that can contribute to the development of the local plan. If a well developed plan will help improve the local program of vocational education in the future, it seems obvious that the planning process should begin by assessing the current status of the program.

Assessing the Local Program of Vocational Education

An assessment might begin by seeking answers to the following questions:

1. What vocational education programs are currently available to the students?
2. What are the strong points in these programs? What are the weak points?
3. What are the enrollments in each program?
4. What percent of the enrollment is at the middle or senior high school level?
5. What has been the number of graduates from each program? What has been the number of dropouts?
6. Have the graduates of the programs been able to find and hold jobs for which they were trained?
7. Are the enrollments in each program justified in terms of local and regional needs? Should some programs be closed? Should some new programs be added?

8. Are the facilities and equipment adequate to teach the curriculum content with the current and projected enrollments.
9. Is the curriculum content up-to-date and does it provide each student with the needed skill and knowledge to perform on the job?
10. How adequate and up to date is the education and training of the vocational education faculty? What are the in-service education needs?
11. What and where are there examples of outstanding program and teaching innovations?
12. Are the pre-vocational education efforts adequate?
13. Are the current guidance and counseling efforts adequate?
14. Are the vocational education programs compatible with the philosophy of the school system?
15. Is there adequate and effective communication between vocational education and its various publics both within and without the school system.

Data for answering these questions may be collected from existing school records, mailing survey instruments to appropriate persons or groups, working with general and craft vocational education advisory committees, personal interviews with faculty, students and community persons, and published evaluation studies and reports. A careful analysis of the answers to these questions may reveal to those who are involved in the planning process the current and future needs of the vocational education program. Once the needs have been identified, the planning process can continue with a much greater degree of direction and focus.

A need has been defined as the gap between where one is and where one wants or should be. This definition can apply to a local vocational edu-

cation program. Gaining consensus on where the local vocational education program is, what its needs are, and where it should be when all needs have been met can be a difficulty and demanding task for the local director of vocational education and the planning team.

The assessment of the program will help to identify tangible resources such as facilities, equipment, curricula, enrollments, etc. The resources available for planning may be more difficult to identify; answers to the following questions may assist in identifying planning resources:

1. What is the data base available for supplying information about the local vocational education programs? How accessible is this data? What form is this data in?
2. What is the time frame or planning schedule? When must the plan be completed?
3. Who is available to participate in the planning process? How much time do they have available for assisting in developing this plan? How knowledgeable are they about the local program and its needs? How biased are they in their opinions? How creative, innovative and original are they in their thinking? Are they overly conservative or overly idealistic? What do they know about the technical aspects of planning?
4. Are there already established guidelines and formats for developing a local plan?
5. Is there an advisory committee available to react to the plan as it is developed?
6. How willing am I as local director to involve them in development of this plan?

7. Is there staff for typing, editing, reviewing and revising the plan?

In searching for answers to these questions, the local director of vocational education should be able to identify a compatible planning team. The team members might represent one or more faculty and students from each vocational education program area, one or more recent graduates, employers of graduates, guidance counselors, local building principals at the middle and high school levels, administrators from the central administrative staff, and representatives from the general public. Coordination of the activities of the members of a planning team such as this becomes a major task for the local director.

After the team is assembled, the local director should explain the purpose and scope of activities the team will be responsible for. A schedule of the planning team's activities should be agreed upon and assignments made for subsequent meetings. A method of communication among the team members should also be agreed to.

The Thruput/Transformation Phase

As indicated in the diagram of a systems model, the Transformation or Thruput Phase should be considered next. It is in this phase that the actual planning occurs. Before the actual plan can be developed in the Thruput Phase, the planning team should consider the needs identified in the assessment and look to the third phase of the model and ask what product, output or outcome do we (the planning team) wish to achieve. This usually is the second major step in the planning process. The philosophical question of what is the mission of this local vocational education program? In most cases, the mission of the local program has already been specified

by law or policy at some level of local or state governance. If the mission statement is not already specified, the first part of the Transformation or Thruput Phase is to identify and develop a mission statement.

The Mission Statement

What is a mission statement?

Any organization that is goal oriented is usually organized around some concept of mission. For most organizations, the mission statement alludes to the purpose of the system's existence, its basic structure, and its utility. Any change in mission therefore changes the purpose of the organization. The mission statement should be comprehensive enough to encompass the complex structure of the organization and yet not overly exhaustive so that each individual function of the organization must be considered exclusive of the total mission.

In a book published by the AASA National Academy for School Executives (1973, pp. 36), a mission statement has been defined as follows:

" . . . an expression of general intent, usually in the form of a policy; it applies to the system as a whole over a long period. It may reflect the hopes, values, and aspirations of the organization and, therefore, be similar to what others call broad aims or general purpose statements. A mission may also be described as a broad generalization or a global concern that justifies the continued existence of an organization and gives it a basic orientation."

As suggested in the above definition, this process may be involved and tedious, for a group may experience difficulty in reaching consensus on what the continuing mission of the local vocational education program might be.

Several examples of mission statements are listed below:

1. The mission of the vocational education program in Flatbed County Schools Division is, through joint efforts with other agencies in the community of Flatbed County, to seek to insure that the vocational education needs of all youth and adults in Flatbed County are met.
2. The mission of vocational education in the Rolling Rock County Public Schools is to ensure that persons of all ages will have ready access to quality vocational education according to their needs, interests and abilities.
3. The mission of vocational education in the Tiptop County Schools is to provide vocational education experience that will help ensure employability or upgraded employment for all youth and adults that can benefit from such learning experiences.

In each of these examples, the wording is general; there is no specific time frame suggested; there are no measurable criteria stated; and they give continued direction to the vocational education program.

As the planning process is recycled on a regular basis, the mission statement should be reviewed periodically to determine if it indeed continues to be a relevant mission for the vocational education programs. If not, then a revised mission statement should be adopted only after a broad range of interested citizens have had opportunity to make their input into the formulation process. A general advisory committee on vocational education is an excellent source of help when involving citizens in developing a mission statement.

The next step in the Transformation or Thruput Phase of the model is to identify specific goals for the local program of vocational education

and translating these goals into statements. A goal statement is, of necessity, more specific than the mission statement. It is descriptive of some outcome or product at some future time. While not stated with sufficient specificity to be measurable, those implementing the plan should be able to know whether or not and when the goal has been reached.

Leverenz, Hopkins and Stevenson (1973) have described organizational goals as ". . . broad statements of intent which are not quantifiable. They (goal statements) define the conditions to be achieved year after year if the organization is to be successful."

The following are examples of goal statements for a vocational education program:

1. Youth and adults will acquire the skills and knowledge needed for initial and continuing employment or self-employment in occupations of their choice and for which there are employment opportunities.
2. Youth and adults will acquire the competencies needed as consumers of goods and services for home and family living and personal use.
3. Youth and adults will exhibit pride in work well done, confidence in ability to perform and to develop leadership abilities, responsible citizenship and a realistic self-image in relation to work in their chosen vocation.

Identifying the goals for local vocational education programs is basically a group process. Goals are one mechanism for measuring any progress the local vocational education program is making. Without goals it is difficult to look back in time and say with any degree of confidence that progress has been made.

Leverenz, Hopkins and Stevenson (1973) suggests the following process for determining goals:

- (1) Compile a list of those things the organization must do, or would like to do concerning a particular key result area. This list should encompass those accomplishments the organization would like to achieve; those concerns the organization would like to overcome; or those opportunities the organization would like to take advantage of in this area.
- (2) Repeat Step (1) until every area has been studied and a list of goal statements has been compiled.
- (3) Make sure each item on every list is a broad statement of intent which is not quantifiable.
- (4) Rank or arrange the goal statements in order of priority.

A significant part of identifying program goals is ranking them in some order of priority. This process involves decision making to determine which of the goal statements should rank number one, number two, etc.

What are the long range and short range positive and negative consequences for ranking one goal statement above the other? Obviously, a decision-making process is interwoven into the planning process. While one can make decisions without planning, one cannot plan without making decisions.

Campbell and Gregg (1957, pp.281) have this to say about decision making and the planning process:

Planning involves (a) the definition and clarification of purpose and scope of operation; (b) investigation to reveal conditions affecting the achievement of purposes; (c) analysis to determine the meaning of the facts and to forecast effects of possible courses of action on achievement of purpose; and (d) decision making to set the course of the enterprise as indicated by the processes of purpose defining, investigating, and analysis. (1957, p. 282)

Campbell and Gregg list the following steps in making rational decisions:

1. There is a clear comprehension of the purpose or goal to be served by the decision.
2. All possible facts, opinions, and ideas pertinent to the problem are assembled.

3. Analysis and interpretation of the data collected are made in the light of sound judgment.
4. The analysis and interpretation lead to the formulation of alternatives which are available.
5. Each alternative is evaluated in the light of its possible effectiveness in the achievement of the purpose or goal.
6. Selecting the particular alternative which offers the most promise when all possible consequences are considered.

If a democratic process is used with opportunity for each member of the planning team to express their opinion on the rank ordering of the program goals, there will tend to be greater commitment to achieving the goals and thus implementing the plan once it's developed.

Continuing in the Transformation or Thruput component of the systems model, specific objectives that will be achieved by the local vocational education program are identified.

Leverenz, Hopkins and Stevenson (1973) define organizational objectives as: ". . . short statements of intent which relate back to the achievement of an organizational goal and are quantifiable. They should indicate what is to be accomplished and by when."

Leverenz, et.al. also list the following process for determining the organizational objectives:

1. Consider each organizational goal individually.
2. Specifically state what is to be accomplished and by when for each goal statement.
3. List results to be accomplished or major activities leading to the results.
4. State the expected results or major activities in measurable terms.
5. Be realistic in terms of available resources.
6. Identify "must" and "want" objectives and weigh them accordingly.

7. Include qualitative as well as quantitative results.
8. Put the objective into a time frame. (Organizational objectives are usually put within a fiscal year time frame.)

The following are examples of objective statements in vocational education:

1. By June, 1978, 80% of students enrolled in September, 1976, will complete the program offered.
2. By June, 1978, all students seeking full time employment after graduation from high school will have a job entry skill as determined by completion of a vocational education program.
3. By September, 1977, each student enrolled in grades 7-12 will have services available in making career choices and in determining their educational programs.
4. Curriculum guides in general business and typewriting 10 will be completed by August, 1975, which will include orientation and guidance for vocational business education courses.

Once objectives for each goal statement have been written, alternative strategies for reaching these objectives should be listed as suggestions.

An example of how goals, objectives and strategies are related is given on p. 26.

A brief review will suggest that there should be a mission statement, with goal statements that are consistent with and supportive of the mission statement. The goal statements should not be incompatible with each other and they should be rank ordered. Following the goal statements, objectives should be listed for reaching each of the goals. The objectives should be measurable and a time frame for achievement should be specified. Following each objective statement, strategies for reaching the objectives should be

listed. The following are examples of a goal and objective statement with the strategies for reaching the objectives. In summary, the principal parts of the plan as developed in the Transformation Phase should consist of a:

1. Goal

Consistent with their abilities, interests and educational needs, youth and adults will acquire the competencies needed as consumers of goods and services for home and family living, and for personal use.

2. Objective for Goal

By June, 1978, all vocational courses will emphasize consumer practices, as applicable, to develop awareness of the part individuals play in the economy and the importance of being informed consumers.

3. Strategy for Achieving the Objective

(1) Teaching-learning strategies in each service will be implemented on the following topics as they relate to individuals and families:

- a. needs and wants
- b. purchasing and budgeting
- c. product information
- d. credit and insurance
- e. financial management

(2) Through class and youth club activities, students will be encouraged to keep to to date and be aware of consumer legislation and services.

When the strategies are being selected, the decision making process can be used again to determine which strategy is most likely to lead to successful achievement of the objective, goal, and ultimately the mission of the organization.

The Output/Product Phase

The output or product is the actual plan that is finally developed by the planning team. It will generally include a mission statement that describes the long range mission of the local vocational education program. Goal statements and objectives that can be measured against some previously agreed on criteria and time frame should be another major part of the Output/Product of the plan. Strategies for reaching the goals and objectives should be another major part. The next part of this learning module includes an example of a local plan for vocational education with all of the major parts included as illustrations.

The Feedback Phase

It is during implementation of the plan that feedback becomes important. The following questions might be useful in monitoring the implementation of the plan and will provide important feedback information that can be used as a resource when the next planning cycle begins.

1. How well is the plan working?
2. Have there been any major unanticipated events that have dictated that the plan be changed?
3. Is there commitment to implementing the plan?
4. Was the degree of involving people adequate? Should there be more or less involvement?
5. Are the students developing the intended skills and gaining the intended knowledge?
6. Is the implementation of the plan on schedule?
7. Have the anticipated resources become available as the plan has been implemented?

8. Has student enrollment followed the planned projections?
9. Where are the major strong and weak points in the plan?
10. How should the planning process be changed in the next cycle? What is the basis for changing it?

SELF CHECK

Directions: For the multiple-choice questions below, indicate your choice of the best answer by placing the appropriate letter in the space to the left of each question. In addition, write a brief justification and explanation for why you perceive your choice to be the best answer.

- _____ 1. The local director of vocational education should, as his/her most important responsibility in the planning process: (a) try to develop a perfect plan, (b) involve the right people in planning, (c) gain commitment of those who will implement the plan, (d) collect the most accurate data possible.
- _____ 2. An assessment of the current status of the local programs of vocational education should: (a) identify needs, (b) help rank the needs in priority order, (c) set program objectives, (d) all of the above.
- _____ 3. The mission statement in the local plan for vocational education is: (a) usually already identified in policy or law, (b) a general statement that covers a long period of time, (c) a general statement of intent, (d) all of the above.
- _____ 4. The Thruput/Transformation Phase of a system model is: (a) when the local plan is actually developed, (b) when the resources for planning are identified, (c) where the plan is evaluated, (d) when the plan is accepted by those who will implement it.
- _____ 5. In the systems model for planning the feedback loop provides: (a) a resource for future use, (b) a basis for changing the plan, (c) an opportunity to evaluate the program and plan, (d) all of the above.
- _____ 6. Ranking goal statements in the local plan for vocational education is basically a: (a) decision making process, (b) problem solving process, (c) communication process, (d) coordinating process.
- _____ 7. Selecting a strategy for reaching the objectives in the local plan for vocational education involves: (a) studying the positive and negative consequences of a particular strategy, (b) studying the resources available to the program, (c) studying the goals of the program, (d) all of the above.
- _____ 8. Objectives of the local program for vocational education are: (a) specifically stated with standards of achievement in a specific time frame, (b) general statements without measures of achievement, (c) standards that the program must meet, (d) usually specified by law.

- _____ 9. The Output/Product Phase of the systems model for planning is the: (a) actual planning document, (b) most important part of the model, (c) best basis for changing the program, (d) mechanism for determining new program goals.
- _____ 10. The local director should: (a) develop the plan himself/herself, (b) coordinate the planning activities of others, (d) edit the plan and change it to please himself/herself, (d) none of the above.

MODEL ANSWERS

- c 1. The local director cannot implement the local plan alone. With gaining the commitment of others in the local vocational education program, the plan is no more than a useless document that has little or no program impact.
- d 2. An assessment of the current status of the local vocational education program is the first step in the planning process. It assists the local director to establish a direction and beginning point.
- d 3. The mission statement is often found in a policy statement or other legal document that is formulated externally to the local program of vocational education.
- a 4. The Thruput/Transformation Phase is the place and time in the systems model when the actual planning occurs. It is the time when decisions are made and alternatives selected for inclusion in the plan.
- d 5. Without the feedback loop, the local director and those implementing the plan would not have a way of knowing whether the plan was working or not.
- a 6. Once the objectives are identified, they should be rank ordered. Determining the ones with the highest priority is a decision making process for those who are to rank the priorities.
- d 7. The strategies those in the local vocational education program will use to achieve the program objectives is also a decision making process, the consequences, resources, and goals will influence which strategy will be used.
- a 8. Objectives are more specific than mission statements or goals. They are stated in a way which can be measured and achievement can be compared to a predetermined criteria.
- a 9. The Output/Product Phase is the actual plan that is developed for use by those who will implement the plan.
- b 10. The local director should coordinate the planning activities of others. This is one way of gaining commitment to the plan.

LEARNING EXPERIENCE III

ENABLING OBJECTIVE

Demonstrate the ability to criticize a local plan for vocational education.

- Read Read the local plan for Bedrock County, pp. 36-48.
- Optional Activity You may wish to meet with your resource person and/or peers to discuss the provided example of a local plan.
- Optional Activity Visit a local vocational director or superintendent and discuss this plan and how it might apply to his or her local school system.
- Optional Activity You may wish to discuss this plan with your colleagues and criticize it on the basis of the questions listed on pages 33-34.
- Feedback Demonstrate the ability to critique a local plan by completing the "Self Check" on page 49.

INFORMATION SHEET

LOCAL PLANNING FOR VOCATIONAL EDUCATION PROGRAMS

Ms. Brown was a Home Economics teacher in High Meadows School District. Upon hearing of the establishment of a new position of local director of vocational education in the adjoining county, she made application and was selected for the position. Her first task on her new job was to develop a local plan for vocational education. Not having had any previous experience with planning for a total vocational education program, she sought advice and help from the regional supervisor of vocational education. He gave her the following plan from Bedrock County which he endorsed as representing a good example of a local plan. He indicated that this plan did not contain any cost data but that cost would be different with each plan due to the nature of the various vocational programs.

You should assume that you are Ms. Brown. You are reviewing the plan to determine if it is one that will be useful to you in developing your own plan. You should look for the following:

1. Is there evidence that there was an assessment made of the existing programs?
2. Is there evidence that the mission statement was a broad general statement that reflects a reasonable mission for a local vocational education program?
3. Is there evidence that the goal statements are appropriate? Are they measurable? Are they reachable? Are they understandable?
4. Is there evidence that the objective statements are measurable to a predetermined criteria? Are they tied to a time frame? Are they specifically stated? Are they understandable?

5. Are the strategies for reaching the objectives reasonable?
6. Is there evidence that there was broad involvement in the planning process?

REFERENCES

Campbell, Roald F., Gregg, Russell T. Administrative Behavior in Education. New York: Harper & Row, 1957.

Local Plan for Vocational Education, Fairfax County Public Schools, 1975.

Management by Objectives and Results, Prepared by National Academy for School Executives, American Association of School Administrators, Arlington, Virginia 1973.

The following represents one example of a local plan for vocational education. It is representative of what might be the Output/Product of the systems model. While it is only the output or product, a wide range of people would be involved in developing such a plan. Other plans may look different and have other elements that make them more detailed in terms of costs, etc. You, the student, should analyze this plan for completeness, for the mission statement, goal statements, objectives, and strategies.

BEDROCK COUNTY PUBLIC SCHOOLS

FIVE YEAR PLAN FOR VOCATIONAL EDUCATION

UPDATED
JANUARY 15, 1976

TABLE OF CONTENTS

INTRODUCTION	<u>Page</u> 38
ASSESSMENT (STRENGTHS)	39
OBJECTIVES AND STRATEGIES:	
FIVE-YEAR PLAN FOR VOCATIONAL EDUCATION,	
UPDATED 1976-77	41-48

INTRODUCTION

Each year local school divisions are required to update their projected plans for vocational education and submit them in January to the Division of Vocational Education, State Department of Education. These projected plans will also be used as the vocational education portion of Bedrock County Public Schools' Five Year Improvement Plan. This plan was presented to and approved by the General Vocational Advisory Committee.

The plan deals with the projected plans for school year 1976-77 and for the following five years. Input was solicited from all local program managers, teachers, advisory committees, and central office staff and students.

The objectives and strategies for school year 1976-77 include those items submitted by program managers and included in the Superintendent's proposed budget. This basically includes expansion of present programs, new and replacement equipment, and employment of additional teachers.

SCHOOL DIVISION: Bedrock County

FIVE-YEAR PLAN FOR PROGRAM IMPROVEMENT
IN VOCATIONAL EDUCATION
UPDATED 1977-78

Major Strengths

1. The Bedrock County School Division offers many and varied curriculum options in vocational education for students in-school and out-of-school youths and adults. All vocational services are represented in each of the ten high schools and in the adult education program.
2. Vocational centers offer specialized training for programs not in every high school.
3. All intermediate schools offer some pre-vocational and/or orientation courses in home economics and industrial arts.
4. The vocational education staff, as a whole, is qualified and highly dedicated to the profession.
5. The Bedrock County Program of Studies, which includes program description, performance objectives, and teaching-learning strategies for each vocational course, is being implemented in all county schools.
6. Cooperative vocational education programs are offered in all high schools.
7. Summer curriculum workshops are held annually for continuous updating and revision of curriculum guides, handbooks, and manuals in the vocational programs.
8. Many high schools have excellent vocational education facilities and are representative of business and industry.
9. Most courses provide direct "hands on" experiences or "on-the-job" training.
10. Vocational programs are offered in terms of employment opportunities and student interest.
11. In-service training is provided for all vocational teachers.
12. Youth organizations are operational in most vocational programs.

Mission

The mission of vocational education in the Bedrock County Public Schools is to ensure that persons of all ages will have ready access to quality vocational education according to their needs, interests, and abilities.

Goals

The goals that have been identified as necessary to carry out the above mission are:

1. Youths and adults will acquire the skills and knowledge needed for initial and continuing employment or self-employment in occupations of their choice and for which there are employment opportunities.
2. Youths and adults will acquire the competencies needed as consumers of goods and services, for home and family living, and for personal use.
3. Youths and adults will become aware of employment or self-employment opportunities and requirements for use in making career choices and in determining their educational programs.
4. Youths and adults will exhibit pride in work well done, confidence in ability to perform and to develop leadership abilities, responsible citizenship, and a realistic self-image in relation to work in their chosen vocation.
5. Youths and adults will benefit from programs improved and expanded through ancillary activities.

FIVE YEAR PLAN FOR
PROGRAM IMPROVEMENT IN VOCATIONAL EDUCATION
UPDATED 1976-77

GOAL NO. 1 - "Consistent with their abilities, interests and educational needs, youths and adults will acquire the skills and knowledge needed for initial and continuing employment or self employment in occupations of their choice and for which there are employment opportunities."

LOCAL OBJECTIVES IN MEASURABLE TERMS A	STRATEGIES TO MEET LOCAL OBJECTIVES - FIVE YEAR ACTION PLAN		
	B	C	D
	1976-77	1977-78	1978-81
1.1 By June, 1978, all students seeking full time employment after graduation from high school will have a job entry skill as determined by completion of a vocational education program.	1.1.1 Expand regular vocational programs by providing additional teachers, facilities, equipment, and courses	1.1.1 Continue to expand and improve programs.	1.1.1 Continue to expand and improve programs.
	1.1.2 Implement mini-vocational center at Groveton High School.		1.1.2 Provide more comprehensive vocational offerings at the four vocational centers.
	1.1.3 Offer senior intensified programs in seven high schools.	1.1.3 Increase number and variety of senior intensified offerings.	1.1.3 Offer senior intensified programs in all vocational services.
	1.1.4 Provide adequate funds under a separate budget to support instructional programs which include: a. Instructional materials and supplies b. Equipment c. Safety devices d. Travel		

A LOCAL OBJECTIVES IN MEASURABLE TERMS	B	C	D
	Strategies to Meet Local Objectives - Five Year Action Plan		
	1976-77	1977-78	1978-81
By June, 1980, all youth and adults will have access to vocational education programs	1.1.5 Establish a coordinated schedule of operation among schools for the purpose of facilitating the exchange of students from feeder schools to vocational centers 1.1.6 Implement a pilot program whereby cooperative education students may participate in on-the-job training during morning as well as afternoon hours. 1.1.7 Expand late afternoon courses for youths and adults in the vocational services 1.2.1 Expand cooperative education courses for disadvantaged students to two additional schools. 1.2.2 Utilize teaching staff and facilities to implement new and expanded programs for youths and adults. 1.2.3 Explore the possibility of offering instruction in a language other than English. 1.2.4 Expand the off-site construction program. 1.2.5 Develop plans to include other vocational services in off-site projects.	1.1.5 Provide for alternate week schedules for cooperative education students. 1.2.1 Expand cooperative education courses for disadvantaged students to four additional schools. 1.2.3 Expand vocational opportunities for the handicapped. 1.2.4 Provide one-third teacher coordinator position outside of the pupil teacher ratio for each cooperative program coordinator.	1.2.1 Expand cooperative education courses for disadvantaged to all intermediate and high schools. 1.2.2 Expand existing programs for disadvantaged students to incorporate new offerings in additional schools. 1.2.3 Provide one-half teacher coordinator position outside of the pupil-teacher ratio for each cooperative program coordinator.

LOCAL OBJECTIVES IN MEASURABLE TERMS	B	C	D
	Strategies to Meet Local Objectives - Five Year Action Plan		
	1976-77	1977-78	1978-81
	1.2.6 Provide one-fourth teacher coordinator position outside of the pupil-teacher ratio for each cooperative program coordinator. 1.2.7 Expand vocational offerings for the handicapped. 1.2.8 Survey training opportunities for students and develop a comprehensive plan for vocational education for Administrative Area II.	1.2.6 Purchase equipment for new and expanded programs to be implemented in 1978. 1.2.8 Plan for facilities to accommodate program developed for Administrative Area II.	

FIVE YEAR PLAN FOR
PROGRAM IMPROVEMENT IN VOCATIONAL EDUCATION
UPDATED 1976-77

GOAL NO. 2 - "Consistent with their abilities, interests and educational needs, youths and adults will acquire the competencies needed as consumers of goods and services, for home and family living, and for personal use."

LOCAL OBJECTIVES IN MEASURABLE TERMS A	STRATEGIES TO MEET LOCAL OBJECTIVES - FIVE YEAR ACTION PLAN		
	C	D	
	1976-77	1977-78	1978-81
2.1.1 By June, 1978, all vocational courses will emphasize consumer practices, as applicable, to develop awareness of the part individuals play in the economy and the importance of being consumers.	2.1.1 Teaching-learning strategies in each service will be implemented on the following topics as they relate to individuals and families: a. needs and wants b. purchasing and budgeting c. product information d. credit and insurance e. financial management	2.1.1 Through class and youth club activities students will be encouraged to keep up to date and aware of consumer legislation and services.	
	2.2.1 Secure assistance from Special Education Division to determine ways of meeting the consumer needs of the disadvantaged and handicapped students.	2.2.1 Work with Special Education to expand and improve teaching techniques and materials.	2.2.1 Offer special classes for those students who cannot be mainstreamed.

FIVE YEAR PLAN FOR
PROGRAM IMPROVEMENT IN VOCATIONAL EDUCATION
UPDATED 1976-77

GOAL NO. 3 - "Consistent with their abilities, interests, and educational needs, youths and adults will become aware of employment opportunities and requirements for use in making career choices and in determining their educational programs."

LOCAL OBJECTIVES IN MEASURABLE TERMS A	STRATEGIES TO MEET LOCAL OBJECTIVES - FIVE YEAR ACTION PLAN		
	B	C	D
	1976-77	1977-78	1978-81
3.3.1 By September, 1981 all students at the intermediate and high school level will have the opportunity to enroll in at least one of the orientation and exploration vocational education courses.	3.1.1 Career orientation and exploration courses will be expanded to one additional intermediate school and four additional high schools.	3.1.1 Career orientation and exploration courses will be expanded to all intermediate and high schools in vocational education.	3.1.1 Renovate home economics and industrial arts departments in seven intermediate schools to accommodate the Program of Studies orientation and exploration courses.
3.2.1 By September, 1977, youths and adults will become aware of employment opportunities, career choices, and vocational education offerings through a public relations program.	3.2.1 Develop additional media and distribute materials to schools on all vocational courses, careers, and educational requirements.	3.2.1 Provide in-service for all vocational teachers in concepts, objectives, and teaching strategies of career education.	
	3.2.2 The vocational staff will work cooperatively with the career education specialists to conduct workshops for guidance counselors and teachers so that they will become aware of the career, occupational, and training opportunities.		

LOCAL OBJECTIVES IN MEASURABLE TERMS A	B	C	D
	Strategies to Meet Local Objectives - Five Year Action Plan		
	1976-77	1977-78	1978-81
3.3.1 By June, 1980, all students desiring vocational education will be better prepared to make more realistic career choices.	3.3.1 Develop a plan in cooperation with the Division of Pupil Services to make available interest and aptitude testing to support student counseling activities.	3.3.1 Implement the plan to administer tests to all students	

FIVE YEAR PLAN FOR
PROGRAM IMPROVEMENT IN VOCATIONAL EDUCATION
UPDATED 1976-77

GOAL NO. 4 - "Consistent with their abilities, interests, and educational needs, youths and adults will exhibit pride in work well done, confidence in ability to perform and to develop leadership abilities, responsible citizenship, and a realistic self-image in relation to work in their chosen vocation."

LOCAL OBJECTIVES IN MEASURABLE TERMS A	STRATEGIES TO MEET LOCAL OBJECTIVES - FIVE YEAR ACTION PLAN		
	B	C	D
	1976-77	1977-78	1978-81
4.1.1 All vocational students will have an opportunity to develop leadership abilities and to become responsible citizens.	4.1.1 By June, 1978, youth organizations will be established in all vocational services in the high schools.	4.1.1 Continue promotion and support of youth organizations.	4.1.1 Maximize the opportunities for both students and staff to participate in club activities.
	4.1.2 Provide in-service training for vocational teachers in the establishment and operation of youth organizations.	4.1.2 Provide funds for club sponsors to attend regional and state conferences of youth organizations.	
	4.1.3 Provide displays and exhibits within the schools for completed projects and special activities.		
	4.1.4 Encourage youth organizations to be involved in activities appropriate to the promotion of vocational education week and the bicentennial.		
	4.1.5 Continue and expand participation of the School Board in the student achievement awards program.		

FIVE YEAR PLAN FOR
PROGRAM IMPROVEMENT IN VOCATIONAL EDUCATION
UPDATED 1976-77

GOAL NO. 5 - "Consistent with their abilities, interests, and educational needs, youth and adults will benefit from programs improved and expanded through ancillary activities."

LOCAL OBJECTIVES IN MEASURABLE TERMS A	STRATEGIES TO MEET LOCAL OBJECTIVES - FIVE YEAR ACTION PLAN		
	B	C	D
	1976-77	1977-78	1978-81
5.1.1 By June, 1977, the procedure for planning and designing new programs will be improved.	5.1.1 Advisory committees will be formed for all occupational courses with emphasis on curriculum development. 5.1.2 A manpower survey will be conducted to determine employment needs, training, and programs.	5.1.2 Manpower surveys will continue to determine employment and training needs. 5.1.3 Develop, expand, and improve teaching techniques and materials to meet the needs of disadvantaged students in vocational programs.	
5.2.1 The teaching-learning process will be improved.	5.2.1 Conduct in-service programs for teachers on current trends, methodology, and techniques. 5.2.2 Provide an in-service program for teachers and administrators on the Program of Studies related to goals, objectives, strategies, and instructional media. 5.2.3 Continue to develop, expand, revise, and update curriculum guides, handbooks, manuals, etc.	5.2.1 Provide additional supervision for vocational education so that more direct assistance can be given to classroom teach	5.2.1 Appoint additional assistant supervisors so that more assistance can be provided to teachers.

SELF CHECK

Directions: For the multiple-choice questions below, indicate your choice of the best answer by placing the appropriate letter in the space to the left of each question. In addition, write a brief justification and explanation for why you perceive your choice to be the best answer.

- ___ 1. The plan as a document: (a) lacked organization, (b) lacked specificity, (c) lacked a major component, (d) all of the above.
- ___ 2. The major strengths section of the Bedrock County School Division plan: (a) helped in understanding the mission statement, (b) helped in understanding the goal statements, (c) helped in understanding the objectives, (d) all of the above.
- ___ 3. The mission statement: (a) was clear and understandable, (b) seemed reachable, (c) seemed to be measurable, (d) all of the above.
- ___ 4. All of the goal statements were: (a) specifically stated, (b) measurable, (c) clear and understandable, (d) broad and inclusive, (e) all of the above.
- ___ 5. The objective statements: (a) supported the goal statements, (b) were measurable, (c) if accomplished, would contribute to the mission of the Bedrock School system, (d) all of the above.
- ___ 6. The strategies listed were: (a) realistic, (b) appropriate for the objectives, (c) feasible for the system, (d) all of the above.
- ___ 7. The strategies were organized into a: (a) logical manner, (b) disorganized manner, (c) illogical manner, (d) confusing manner.
- ___ 8. A third party using this plan: (a) could evaluate the vocational education program, (b) could evaluate the vocational education program with some difficulty, (c) could only evaluate parts of the vocational education program, (d) could not evaluate the vocational education program.
- ___ 9. The details of the plan were: (a) too inclusive, (b) not inclusive enough, (c) just right to be understandable, (d) confusing to the reader.
- ___ 10. The time schedule(s) mentioned in the plan seemed: (a) realistic, (b) to be too long, (c) to be too short, (d) to fit the objectives and the strategy.

FEEDBACK

1. d
2. d
3. d
4. d
5. d
6. b
7. a
8. a
9. c
10. d

MODULE ASSESSMENT*

TERMINAL OBJECTIVE

Given a set of hypothetical demographic data on vocational education at the state and local level, demonstrate your ability to develop a one-year plan for vocational education.

- Read Read the demographic data for the state of Bumbledom and Tunbridge County.
- Plan Develop a one-year plan for vocational education using the data on pp.53-83.
- Optional Activity You may wish to discuss the plan you develop with your peers or resource person.
- Optional Activity You may wish to discuss your plan with a local director of vocational education.
- Feedback Your total competence will be assessed by your resource person using the "Performance Assessment" form, p. 84.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are proficient in developing a local plan for vocational education.

*You may choose to complete this assessment without completing the first three learning experiences if you think you have the proficiency to do so.

Instructions for Developing the
One Year Plan
For Vocational Education

The following hypothetical data is to be used in this part of the module. The student should carefully analyze this data and develop a local plan for vocational education for Tunbridge County. The format of the plan should be similar to the format used in Part II of this module. The student should:

1. Make an assessment of the situation in Tunbridge County
2. Develop a mission statement for vocational education in Tunbridge County
3. Develop vocational education program goal statements for Tunbridge County
4. Develop vocational education program objectives for Tunbridge County
5. Develop strategies for reaching the program objectives.

You should read all of the material on the State of Bumbledom and Tunbridge County. Based on this information and data describe how you will develop a one year plan, whom you would involve in the development, why you would involve them, what time schedule you will follow and what assumptions you are making.

Characteristics of the State

The population of Bumbledom as of January 1, last year, was a little over 13 million. The population range of the 25 largest municipalities in the state is from 450,000 in Whale City to 45,000 in Grief. Next year the population is expected to reach 13.7 million.

Presently, the state ranks 18 nationally in agricultural production and is the leading producer in several minerals including sand, gravel, limestone, and marble.

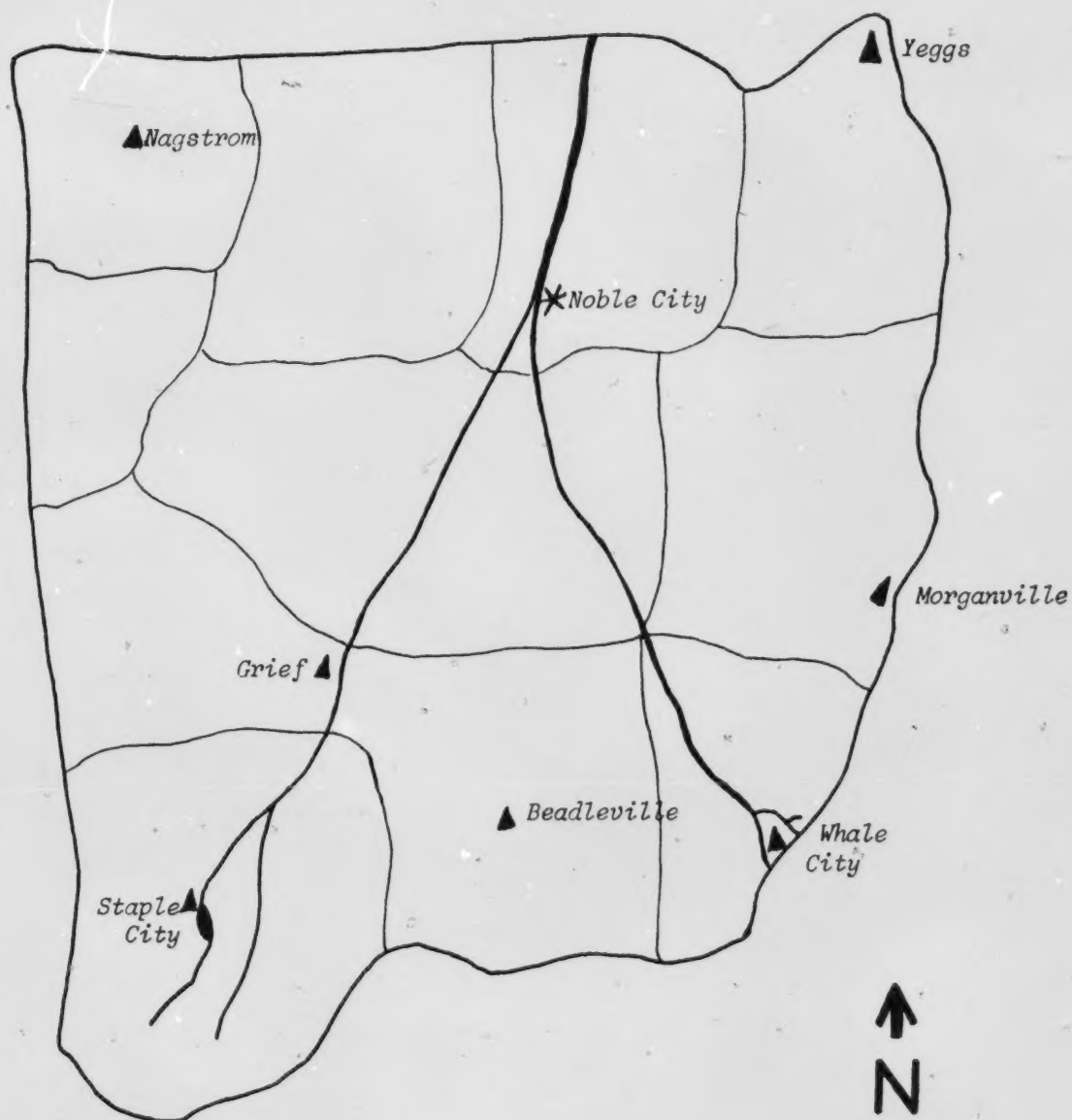
Five years ago, the total value of manufacturing in the state had reached 12 billion dollars; fourth in the nation. The largest single industry in the state is forest products measured in terms of total income and number of persons employed. Other important industries include shipping, trading and fishing. During the past five years, almost 4.5 billion dollars in new capital investment has been appropriated in the state. 1,100 new firms have been established, and 6,500 firms have extended their operations. Over the same period almost 400,000 workers have been added to the workforce.

Bumbledom is within 750 miles of approximately two-thirds of the nation's population. It is near the heartland of the newly emerging industrial region of the country. It now ranks fourth in the nation in volume of goods exported through its seaports and overland route up the east coast.

The state economy has maintained a steady growth over the past two decades, e.g., the increase in state gross products alone was 87 percent. For the past ten years the state ranked sixth in the nation in total personal income while at the same time it was twelfth in total personal income per child--of school age.

The fifteen years between 1945 and 1960 saw an increase of nearly 1.2 million persons to the labor force in the state. Next year the labor force is expected to grow to 5.6 million. The greatest growth will occur in professional and technical jobs. There is expected to be an increase in demand for engineers, skilled crafts-

Figure 1 State of Bumbledom



men, scientists, technicians, educators, health care professionals, economists, statisticians and other blue collar workers. Over two-thirds of all the adults and young adult men in Bumbledom are expected to participate in the labor force by next year. At that time, women will also comprise more than one-third of the labor force.

The State Director of Vocational-Technical Education is responsible for general administration of the Bureau of Vocational and Technical Education. The Bureau is directly responsible for a wide variety of activities including programs in all of the vocational education service areas; in the high schools, post secondary institutions, and adult programs. Technical education has been initiated in 15 separate technical schools and in four community colleges. The Bureau also oversees programs for veterans training, manpower development and training, and cooperates with the Bureau of Vocational Rehabilitation.

The Bureau of Vocational-Technical Education is divided into three sections each headed by an assistant director who reports directly to the State Director of Vocational-Technical Education. (For details see Figure 2, p. 57 and Figure 3, p. 58). Sometimes the same individual may be assigned two or more of the responsibilities shown on the chart; likewise, multiple staff are assigned to other responsibilities. The planning unit of the Research and Development Division consists of district coordinators assigned to geographic regions of the state. Their responsibilities include assisting local districts to plan for expansion, extension, and improvement of the total vocational education offerings.

ORGANIZATIONAL CHART
BUMBLEDOM DEPARTMENT OF EDUCATION

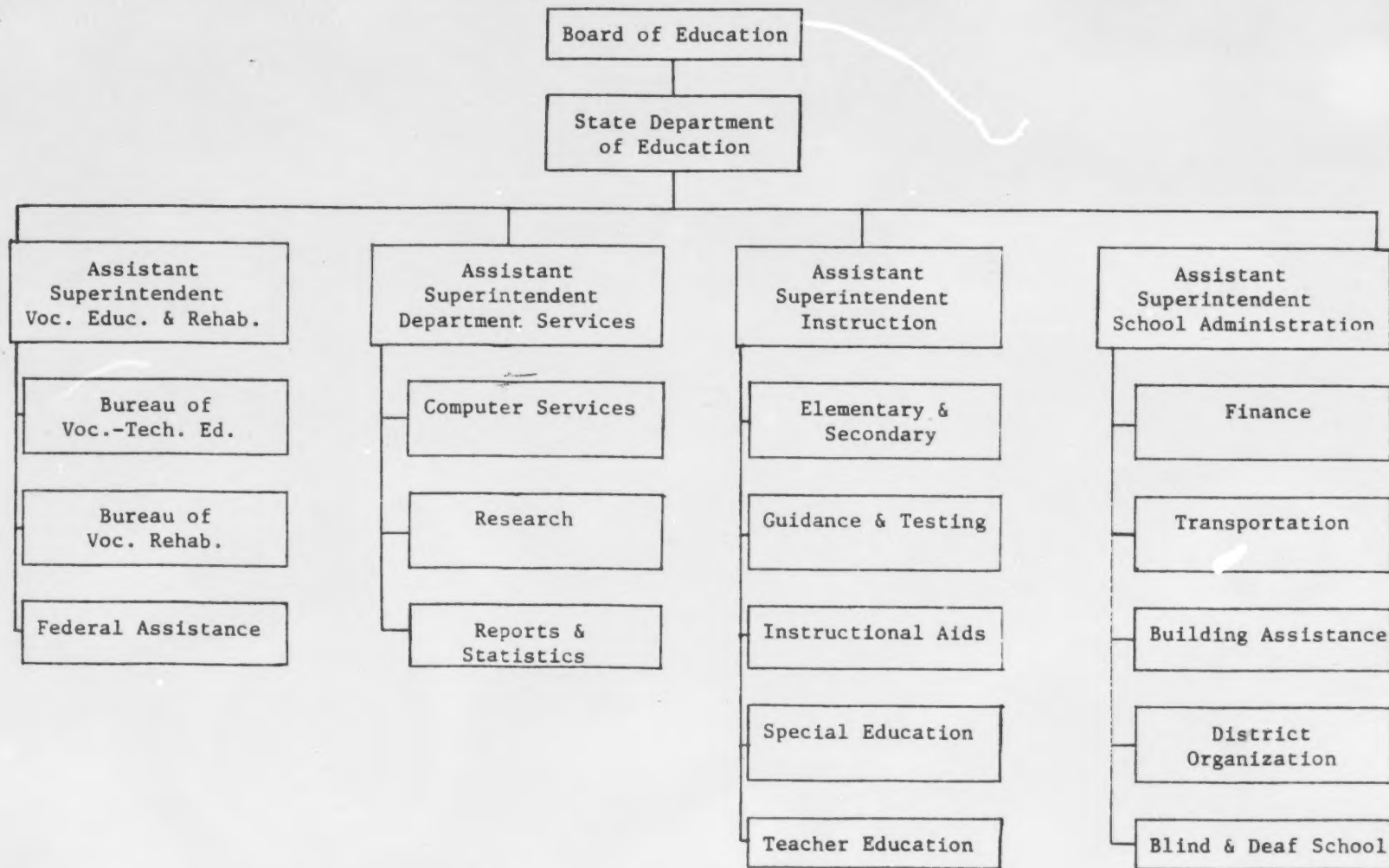


FIGURE 2

ORGANIZATIONAL CHART

Bureau of Vocational-Technical Education

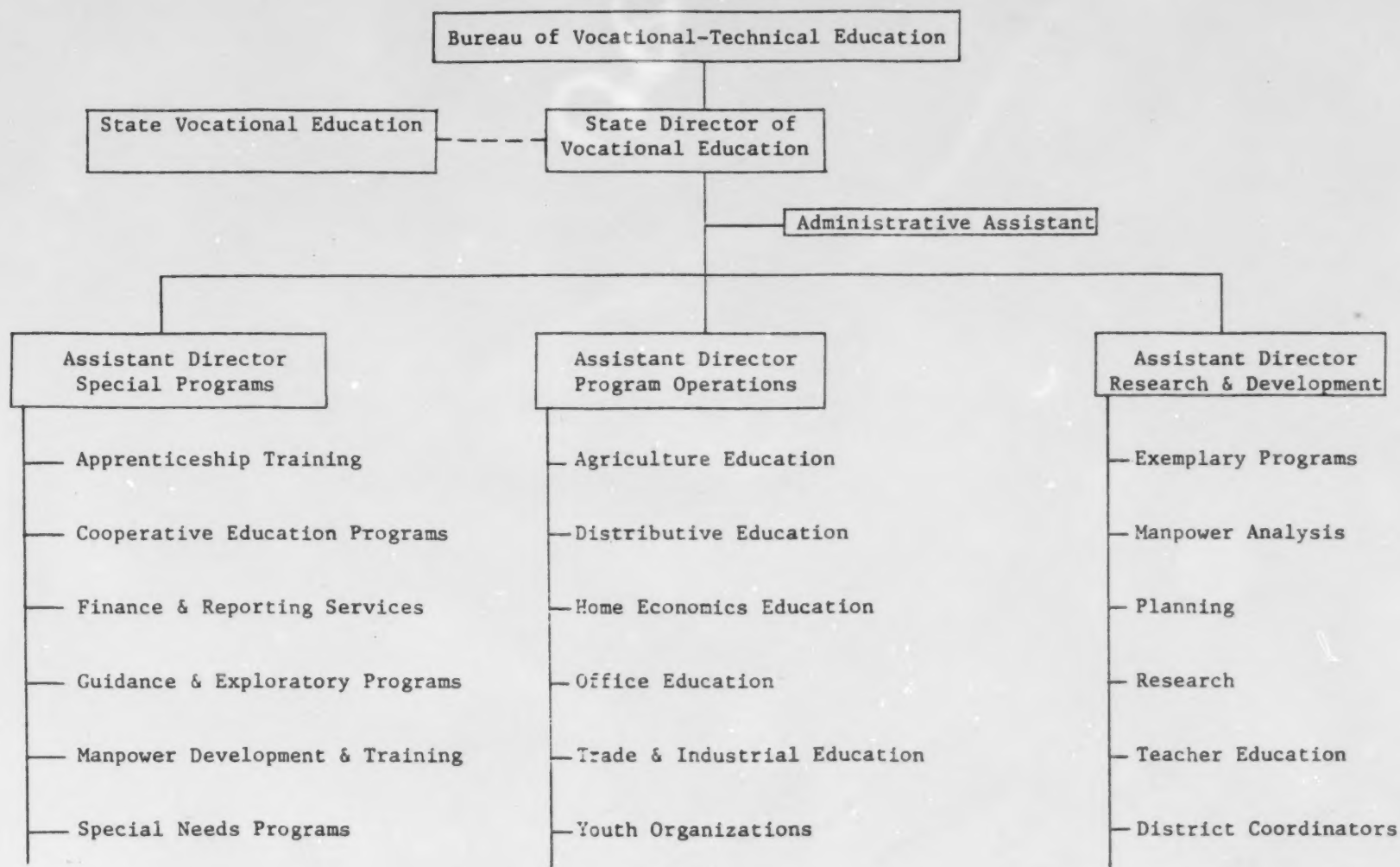


FIGURE 3

TUNBRIDGE COUNTY

Demographic Features

Population: Tunbridge County has a land area of 325 square miles with an estimated population of 110,000 (Table 1, p. 63). The pattern in which the population is distributed reveals urbanization in the eastern and southern sections and extensive forested areas in the northern and western areas. Morganville is the Tunbridge County seat and can be considered the center for economic, political, and social activities. Table 3, page 64, provides a breakdown of the county's population by age group and sex.

Economic Factors

Income: The median family income of Tunbridge County (\$7,529) is above the average for the State of Bumbledom (Table 2, p. 63).

Financing Local Government

The largest portion of revenue for financing local government is from property taxation. Property is assessed at 50 percent of market value; of this amount 75 percent is allocated for public education.

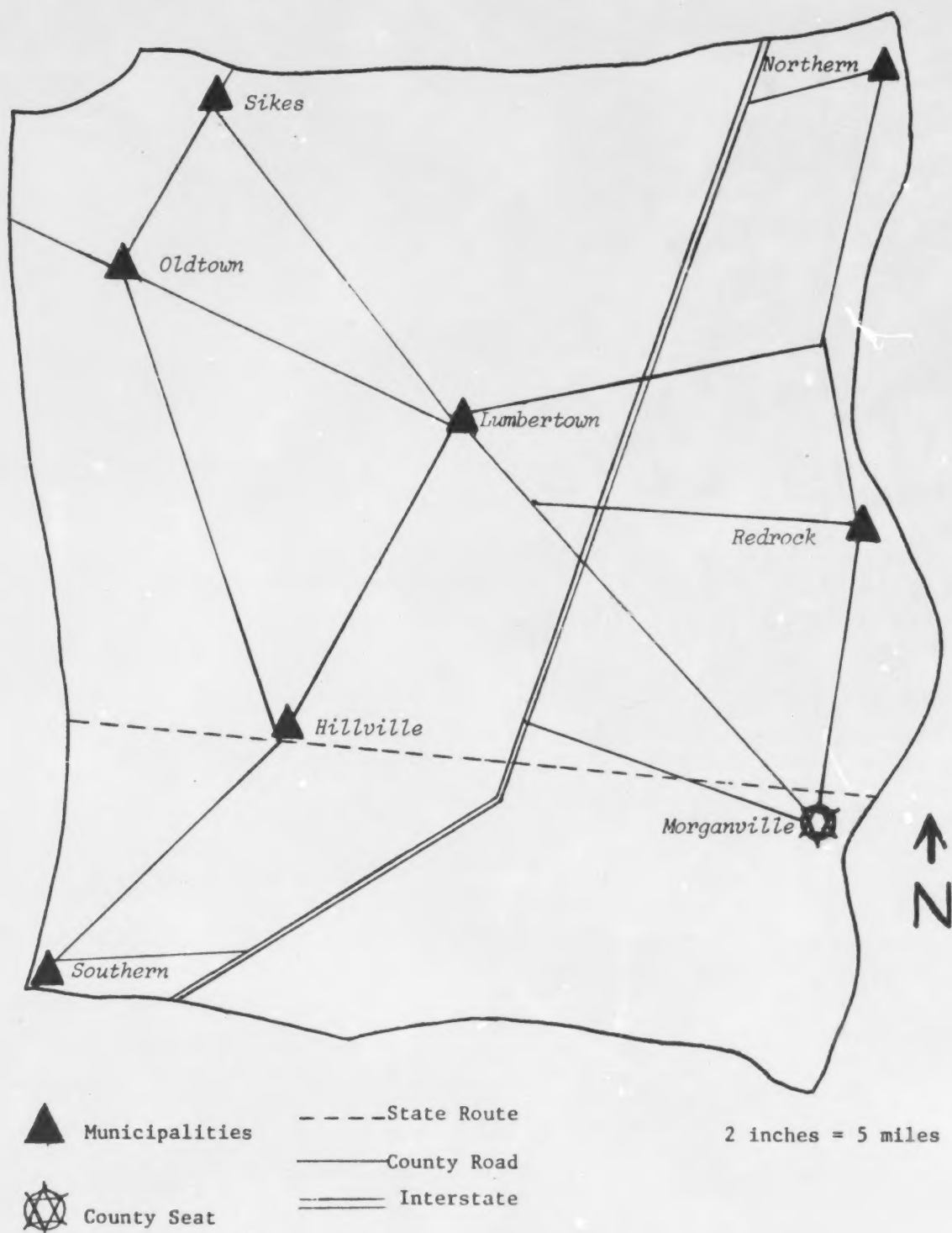
Total assessed valuation in Tunbridge County is \$327,507,000; Morganville supplements revenue through a one and one-half percent tax on personal incomes.

Education

Tunbridge County operates as a single governmental subdivision. There is a local Board of Education and one superintendent over all secondary (K-12) educational programs including vocational education. A separate board exists for post-secondary education at the local level. The local Tunbridge County School Board is elected on a non-partisan basis. The Board of County Supervisors have tax levying authority.

The majority of educational programs provided by county schools are academically oriented. The high schools offer traditional college preparatory courses, business education courses, vocational agriculture courses, home economics courses,

Figure 4 Tunbridge County, State of Bumbledom



and a combination of trade and industrial-industrial arts courses.

Educational programs in the cities offer a more comprehensive selection. At Morganville, the largest urban area in the county, the college preparatory program is more extensive, business education offers a wide variety of courses, and a cooperative vocational training program exists. Included in the vocational program are training for auto mechanics, building trades, cabinetmaking, machine trades, surveying, health care--laboratory assistants, dental technicians, and nurses aides. Students in the cooperative programs spend half their time on the job located at a plant or business. Morganville also offers a traditional in-school vocational program.

Philosophy of the Tunbridge County Schools

Traditionally the school systems have tended to believe that all students who could benefit from higher education should be encouraged to prepare for and attend an institution of higher learning. These beliefs are reflected in the traditional academic preparatory programs that have been reflected in all of the high schools.

Within the past few years, some concern has been expressed by some school board members that greater emphasis should be given to vocational education courses. As a result, pre-vocational education programs have been added to six of the eight school districts.

Financial Resources

Tunbridge County has a solid financial base in terms of current outlook and future potential. Total assessed valuation of property for Tunbridge County is \$327,507,000. The school debt in the State of Bumbledom is limited to 12 percent of assessed property value; there is \$31,625,000 total bonding potential for the districts within the county. The present bonded indebtedness of all the districts totals \$26,000,000. Therefore, a potential of \$5,625,000 is available for new educational site acquisition and construction.

Enrollment

Table 5, page 65, depicts enrollment data for all school districts in Tunbridge County.

TABLE 1
POPULATION TRENDS IN TUNBRIDGE COUNTY AND SUBUNITS

Unit	1960	<u>Population</u>		<u>Change**</u>	
		1970	1975*	Amount	Percent
Tunbridge County	72,525	95,000	110,000	37,475	47.5
Morganville	45,425	48,375	50,125	4,700	10.3
Redrock	10,520	18,975	20,375	9,855	93.7
Lumbertown	6,710	7,250	8,711	2,001	30.0

Source: U.S. Census of Population: General Population Characteristics.

* Estimated population

** Estimated change from 1960-1975

TABLE 2
FAMILY INCOMES IN TUNBRIDGE COUNTY
AND IN THE STATE OF BUMBLEDOM

Unit	Total income of all families	Mean Income	Percentages with income	
			Under \$3,000	\$10,000 and over
Tunbridge County	\$145,000,000.00	7,529	12.1	18.6
Bumbledom	---	7,325	14.7	17.8

Source: U.S. Bureau of the Census: County and City Data Book.

TABLE 3
POPULATION BY AGE GROUPS AND SEX IN TUNBRIDGE COUNTY*

Age Group	Male	Female	Total
85 and over	195	370	565
80-84	390	520	910
75-79	890	925	1815
70-74	1251	1345	2596
65-69	1305	1650	2955
60-64	1520	1781	3301
55-59	1630	1595	3225
50-54	1790	1659	3449
45-49	2006	1980	3986
40-44	1560	1720	3280
35-39	3021	3250	6271
30-34	2980	2020	5000
25-29	2760	2525	5285
20-24	2220	2322	4542
15-19	4530	4980	9510
10-14	7520	7762	15282
5- 9	7920	8520	16440
Under 5	10850	10738	21588
Total	54338	55662	110000

Source: U.S. Census of Population: General Population Characteristics.

* 1975 Estimate

TABLE 4
SCHOOL FINANCIAL DATA

<u>School Districts</u>	<u>Local Revenue Per Pupil</u>	<u>State Aid Per Pupil</u>
Southern	\$290	\$210
Lumbertown	375	190
Morganville	510	175
Oldtown	190	150
Sikes	370	205
Redrock	560	110
Northern	220	217
Hillville	430	120

TABLE 5
CURRENT SCHOOL DISTRICT ENROLLMENTS OF
Tunbridge County

Districts	Enrollment		
	Grades 1-8	Grades 9-12	Total
Southern	2,502	870	3,372
Lumbertown	4,240	900	5,140
Morganville*	14,250	5,210	19,460
Oldtown	650	602	1,252
Sikes	1,382	380	1,762
Redrock	7,909	1,580	9,489
Northern	3,220	560	3,780
Hillville	1,780	597	2,377
	35,933	10,699	46,632

* County Seat

THIS REPORT COMPILED AND SUBMITTED BY
BUREAU OF VOCATIONAL-TECHNICAL EDUCATION
BUMBLEDOM STATE DEPARTMENT OF EDUCATION

State Director

Dr. J. L. Digby

Project Director

Dr. P. D. Luger, Research Associate

Consultants

Z. D. Pulaski, Superintendent
Morganville School District

M. A. Spitz, Superintendent
Lumbertown School District

R. O. Olsen, Superintendent
Redrock School District

TABLE OF CONTENTS

	Page
PROJECT PARTICIPANTS	66
CONTENTS	67
INTRODUCTION	68
FACTS ABOUT TUNBRIDGE COUNTY	72
EXISTING PHYSICAL FACILITIES FOR VOCATIONAL EDUCATION	77
BUSINESS AND INDUSTRY	77
FACTS FROM THE EMPLOYER STUDY	79
PARENTAL RESPONSE	81
VOCATIONAL GOALS OF GRADUATING SENIORS	82
TABLES	
1 POPULATION TRENDS IN TUNBRIDGE COUNTY AND SUBUNITS	70
2 TOTAL STUDENT ENROLLMENT	71
3 EXISTING SECONDARY VOCATIONAL PROGRAMS AND ENROLLMENT IN TUNBRIDGE COUNTY	73
4 ACADEMIC DEGREE	76
5 GENERAL LABOR FORCE CHARACTERISTICS IN TUNBRIDGE COUNTY	78
6 OCCUPATIONAL PROFILE FOR HEAD OF HOUSEHOLD	81
7 VOCATIONAL CHOICES OF 2372 GRADUATING SENIORS	83

INTRODUCTION

In order for the educational enterprise to be effective, it must continually change its structure, redefine its purpose, and adjust the characteristics of its personnel. Vocational-technical education has recently come under much criticism due to the increasing numbers of young people who do not pursue a college education, yet do not have the necessary skills to function effectively in the labor market. Therefore, a system of comprehensive training and retraining will be necessary to maintain a healthy economic and progressive society.

Although Tunbridge County schools are providing vocational programs, there exists a need for improvement and expansion if students are to compete in our technological society. Therefore, certain questions must be asked. (1) What are local and state vocational needs? (2) What programs are necessary to meet these needs? (3) How should these programs be implemented?

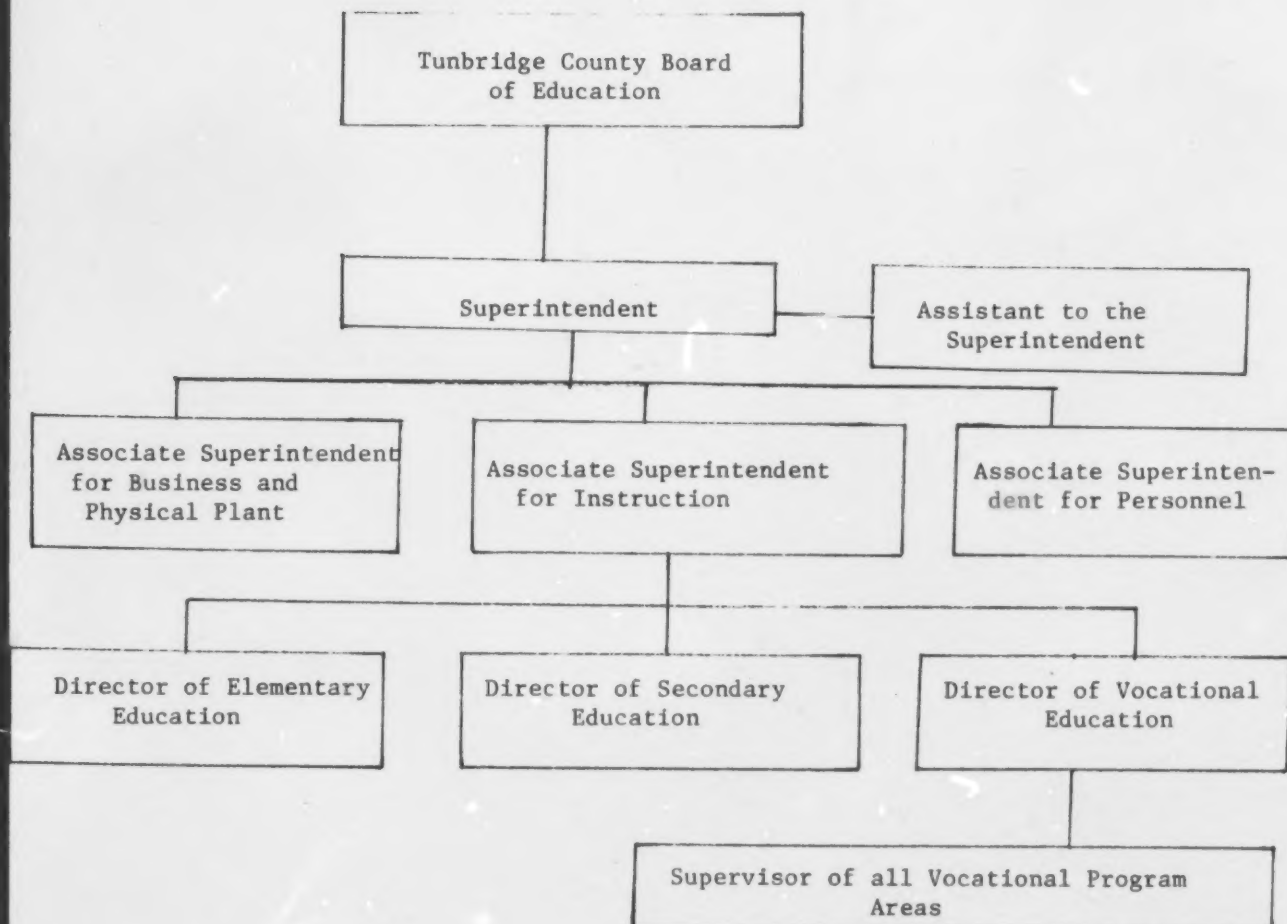
The Morganville, Lumbertown, and Redrock School Districts have recognized the need for improved vocational education and have requested the Bureau of Vocational-Technical Education to conduct a study centering on vocational education in Tunbridge County. In order to evaluate the present program offerings effectively, several areas were isolated. They are as follows:

1. Vocational-technical programs presently being offered at the secondary and post-secondary levels.
2. The needs and interests of business and industry within the county.
3. Parental feelings and opinions concerning what vocational programs they recommend for their children.
4. The interests and career aspirations of high school students.

The following study makes no inference toward recommendation, rather, it offers vital information for evaluation by each school district.

Dr. J. L. Digby
State Director of Vocational Education

ORGANIZATION OF TUNBRIDGE COUNTY SCHOOLS

Vocational Education Program Offerings

The existing vocational education program offerings are shown in Table 3, pp. 73-75 by school and male and female enrollment. The following table shows the number of teachers in each program area, average age, average years of service, and % with advanced degrees, bachelors degrees, and non-degrees.

The school system is organized on a 5-2-5 basis with the middle grades consisting of grades six and seven.

TABLE 1
POPULATION TRENDS IN TUNBRIDGE COUNTY AND SUBUNITS

Unit	1960	1970	1975*	Change**	
				Amount	Percent
<u>County</u>					
Tunbridge	72,525	95,000	110,000	37,475	47.5
<u>Cities</u>					
Morganville	45,425	48,375	50,125	4,700	10.3
Redrock	10,520	18,975	20,375	9,855	93.7
<u>Villages</u>					
Hillville	----	699	850	---	-----
Sikes	120	420	675	555	462.5
Breamer	420	810	980	560	133.3
Load	----	100	250	---	-----
Lumbertown	6710	6890	8711	2001	29.8
Bluff	----	3610	3750	---	-----
Skadds	----	1810	2800	---	-----
<u>Townships</u>					
Washington	3020	3625	4300	1280	42.3
Pike	450	980	1100	650	144.4
Golden	175	780	901	726	-----
Scarso	2060	2455	4400	2340	414.8
Lead	----	185	250	---	-----
Granite	2246	2430	3500	1254	55.8
Peru	350	800	1890	1540	440.0
Zinger	----	360	875	---	-----
Brush	720	1610	2810	2090	290.2
Dolby	309	595	1458	1149	371.8

Source: U. S. Census of Population: Characteristics of the Population.

* Estimated population

** Estimated Change From 1960-1975

TABLE 2
TOTAL STUDENT ENROLLMENT

Grades 9-12 - By Grade Level and Sex

Tunbridge County School Districts		9	10	11	12	Total
Southern	B*	105	110	105	100	420
	G**	120	115	108	107	450
Lumbertown	B	115	109	106	101	431
	G	127	120	119	103	469
Morganville	B	738	706	682	524	2650
	G	702	667	630	561	2560
Oldtown	B	79	76	71	69	295
	G	82	80	74	71	307
Sikes	B	50	47	46	42	185
	G	51	54	49	45	195
Redrock	B	205	197	190	177	769
	G	209	205	200	197	811
Northern	B	71	70	67	67	275
	G	75	73	69	68	285
Hillville	B	80	77	74	69	300
	G	78	76	72	71	297
TOTAL	B	1443	1392	1341	1149	5325
	G	1444	1386	1321	1223	5374
GRAND TOTAL		2887	2778	2662	2372	10,699

*Boys

**Girls

Note: Approximately 12 percent of the students in Tunbridge County have been determined to be educationally, economically, socially, and/or physically handicapped.

FACTS ABOUT TUNBRIDGE COUNTY

Tunbridge County has a land area of 325 square miles with an estimated population of 145,562. The trend toward urbanization exists in the eastern and southern portions of the state, especially in the Morganville area. Other areas tending toward urbanization include the Lumbertown and Redrock areas. With over 700 business and industrial firms operating in the county, many employment opportunities exist.

Population growth has been rather substantial. Estimates have shown that the population of Tunbridge County has increased nearly 50 percent for the 1960-1975 period (See Table 1, p. 70).

Table 2, page 71, indicates the current total student enrollment for grades 9-12 by grade level and sex.

Table 3, pages 73-75, illustrates the number of secondary students currently enrolled in vocational-technical education programs in Tunbridge County.

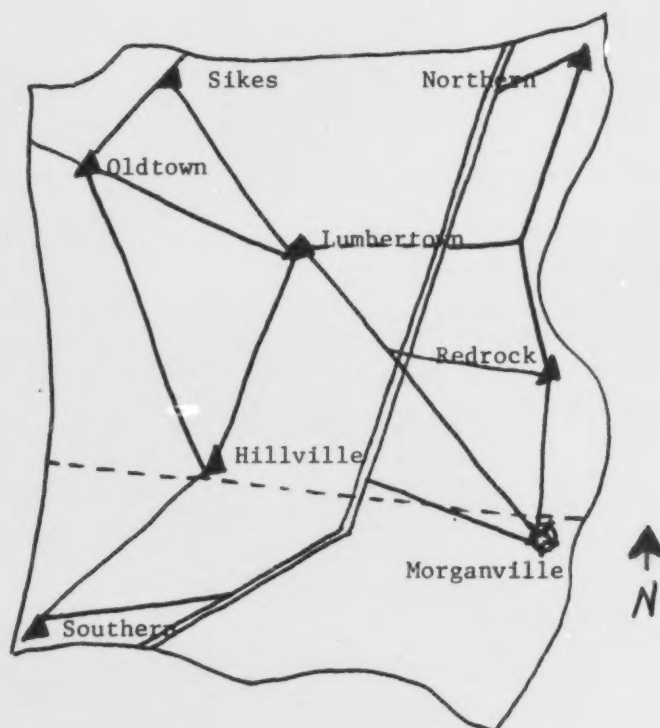


TABLE 3

Existing Secondary Vocational Programs and Enrollment in Tunbridge County
(Identified by USOE Institutional Program and Occupational Coding System)

School Districts

Vocational Programs	Southern			Lumbertown			Morganville			Oldtown			Sikes			Redrock			Northern			Hillville			Sub-total	TOTAL
	*M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F			
Agricultural Production 01.01	94	26	120	60	30	90							130	10	140				120	0	120	110	0	110	514 66	580
Agricultural Mechanics 01.03	24	0	24	60	0	60							30	0	30				40	0	40	40	0	40	194 0	194
Apparel and Accessories 04.02				0	10	10	4	16	20															4 26	30	
Food Services 04.07				6	6	12	10	30	40							16	14	30						32 50	82	
General Merchandise 04.08				16	20	36	20	20	40															36 40	76	
Practical Nursing 07.0302																0	60	60						0 60	60	
Homemaking 09.01	0	160	160	0	160	160							0	180	180				0	170	170	0	160	160	0 830	830

* M = male, F = female, T = total

School Districts

Table 3 Continued

Vocational Programs	Southern			Lumbertown			Morganville			Oldtown			Sikes			Redrock			Northern			Hillville			Sub-total		TOTAL
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	
Clothing Mgt Production and Services 09.0202	0	30	30																						0	30	30
Bookkeepers 14.0102							6	24	30							0	20	20							6	44	50
Filing, Office Machines and General Office Clerical 14.03	0	20	20	0	40	40	0	50	50				0	24	24	0	30	30	0	12	12	0	24	24	0	200	200
Stenographic Secretarial Related 14.07	0	16	16	0	24	24	0	40	40							0	24	24	0	12	12				0	116	116
Appliance Repair 17.02																16	0	16							16	0	16
Auto Body and Fender 17.0301							24	0	24																24	0	24
Auto Mechanic 17.0302							20	0	20																20	0	20
Carpentry 17.1001	16	0	16	12	0	12																			28	0	28
Drafting 17.13							44	12	56							36	0	36				16	6	22	56	18	114
Electrical 17.14							32	0	32																32	0	32

74

89

School Districts

Table 3 Continued

Vocational Programs	Southern	Lumbertown	Morganville	Oldtown	Sikes	Redrock	Northern	Hillville	Sub-total	TOTAL
	M F T	M F T	M F T	M F T	M F T	M F T	M F T	M F T	M F	
Machine Shop 17.2302			26 0 26						26 0	26
Welding and Cutting 17.2306		10 0 10	30 0 30			20 0 20			60 0	60
Cosmetology 17.2602			0 16 16						0 16	16
TOTAL	134 252 386	164 290 454	216 208 424	-----	160 214 374	88 148 236	160 194 354	166 190 356	10881496	2584

TABLE 4

Vocational Programs	Total Student Enrollment	Number of Teachers	Average Age of Teachers	Average Years of Service	Academic Degrees by Percentage		
					Advanced	Bachelors	None
Agriculture	580	19	49	19	12	7	--
Agriculture Mechanics	194	10	38	11	5	4	1
Apparel and Accessories	30	2	26	4	-	2	-
Food Service	82	3	42	7	-	2	1
General Merchandise	76	2	31	9	1	1	-
Practical Nursing	60	5	37	10	-	1	1
Homemaking	830	21	46	22	10	11	-
Clothing Mgt Production & Services	30	1	32	5	-	-	1
Filing, Office Mach & Gen Off	200	6	27	6	4	2	-
Appliance Repair	16	1	29	4	-	-	1
Auto Body & Fender	24	1	34	3	-	-	1
Auto Mechanics	20	1	37	7	-	1	-
Carpentry	28	1	41	6	-	-	1
Drafting	114	4	36	7	3	2	-
Electrical	32	1	42	6	-	-	1
Machine Shop	26	2	47	9	-	1	1
Welding & Cutting	60	3	39	4	-	-	3
Costetology	16	1	27	5	-	-	1
TOTALS	2584	84	--	--	35	34	13

Existing Physical Facilities for Vocational Education

With the exception of Morganville and Lumbertown, all vocational education programs are housed in facilities that are a part of the original structure or they are housed in facilities that have been added to the original structure. In most cases the additions are of a temporary nature consisting of metal structures.

At Morganville and Lumbertown, separate permanent structures have been added to the existing school plant. Except for a few programs, cosmetology, appliance repair, auto mechanics, and machine shop, the facilities are judged to be overcrowded on a square footage/student ratio. The equipment for each program is rated as being in fair condition. Machine shop, agriculture mechanics, and auto mechanics equipment was rated as being in the poorest condition.

BUSINESS AND INDUSTRY

During the past year 350 firms were contacted about their present labor situation and future labor needs. Of this number, most of the small firms (20 and fewer employees) were engaged in retailing and service-type operations. The large firms were involved in manufacturing and/or industrial operations, fishing, and trade. Information was obtained by means of survey instruments with followup by telephone and letters to those who did not respond on the first mailing.

The present labor force of Tunbridge County is equal to 45,150 men and women (Table 5, p. 78). Manufacturing represents the largest total employment area. The manufacture of durable goods accounts for employment of 12,010 and the manufacture of nondurable goods accounts for employment of 4,890 persons. Agriculture, which has shown a trend toward decreasing employment now employs 1,801 persons. A more complete analysis of Tunbridge County can be found in Table 5.

Data from the Tunbridge County office of Planning and Resources regarding state and national trends in employment needs was valuable in determining the needs of business and industry for trained personnel.

TABLE 5
GENERAL LABOR FORCE CHARACTERISTICS IN
TUNBRIDGE COUNTY

Item	Number	Percent (%) Change 1960-1975
Total civilian labor force	45,150	+25
Total employed persons	40,119	+17
Percentage unemployed	11.1	--
Employed in agriculture	1,801	-12
Employed in construction	2,450	+30
Employed in manufacture of durable goods	12,010	+11
Employed in manufacture of nondurable goods	4,890	+ 6
Employed in trade	2,610	+12
Employed in fishing industry	3,780	+ 3
Employed in transportation, communication and public utilities	3,720	+ 2
Employed in wholesale and retail	9,567	+15
Employed in finance, insurance, and real estate	872	+ 8
Employed in education services	2,110	+12
Employed in public admin- istration	860	+ 3
Percentage in white collar jobs	40.3	--

Source: U.S. Bureau of the Census: County and City Data Book.

Facts from the Employer Study

Two-fifths of the employers found graduates of Tunbridge County schools reasonably prepared for entry jobs.

One-fifth felt they needed considerable training before they performed satisfactorily.

The remaining two-fifths either found the graduates suited for unskilled jobs or did not have employment suitable for them.

Most of the employers surveyed found "dropouts" to be satisfactory for unskilled labor, but some of the employers who provided training for them found "dropouts" performed satisfactorily in some skilled occupations.

High school graduates are employed in office jobs, sales, apprentice, service, semi-skilled and unskilled labor categories.

The survey did show that most industry and trade related occupations, including transportation, construction, and agriculture, require no more than a high school education. Yet, many people from business and industry relate that the majority of high school graduates need more training. It also appears evident that they feel this training should be provided at the high school (secondary) level.

The types of jobs with best potential for placement of persons with no formal education beyond high school, reported by the respondents in the survey, were in the following occupational areas.

Appliance Repairman-17.02	Housekeeper-09.0205
Auto Body Repairman-17.0301	Key Punch Operator-14.020201
Auto Mechanic-17.0302	Machinist-17.2302
Bookkeeper-14.0102	Meat Cutter-17.2903
Carpenter-17.1001	Painter-17.1005
Child Care Attendent-09.0201	Practical Nurse-07.0302
Cook/Chef-17.2902	Printer-17.19
Cosmetologist-17.2602	Salesperson-04.08
Custodian-17.11	Secretaries-14.0702
Draftsman-17.13	Waiter/Waitress-17.2904
General Office Clerk-14.0303	Welder-17.2306
Groundskeeper-01.0504	

One should note that the above listed jobs do require on-the-job training or a period of apprenticeship. Many of the jobs are not entry positions for the high school graduate.

Jobs classified as semiprofessional, technical, highly skilled and managerial/supervision require training beyond the high school level. Persons possessing one to three years training beyond high school plus some on-the-job training would have a fair to good chance of being placed in one of these positions. Although the classifications are numerous, the following opportunities are known to exist in Tunbridge County:

Accountant	Medical/Dental Assistant
Business Machine Operator	Nurseryman
Business Manager; Banking,	Nursing
Insurance, Real Estate	Retail Buyer
Data Processor	Sales Manager
Fishery Sales	Sales Representative
Inspector	Secretary
Line Foreman	

With regard to formal in-plant education and training programs, only one-quarter of the large firms and one-fifth of the smaller firms reported such operations. Most of the training offered was limited to four types: (1) apprenticeship in the skilled trades, (2) supervisory training, (3) technical training, (4) and job skill upgrading. Of all these programs, only apprenticeship training served to fill the gap between school and the job for the younger workers. The remaining three programs utilize persons already employed to prepare them for more responsible positions.

One may infer that the training programs offered by the firms within the county do not consider themselves training and/or educational institutions. Therefore, they look toward the public schools to provide basic education, general education for citizenship, technical knowledge, and skills necessary for job entry for a structure of Tunbridge County.

More than 40 percent of the firms surveyed would be willing to participate in discussion and planning for the improvement of occupational education in the county.

PARENTAL RESPONSE

Forty-two percent of the parents of students in the secondary grades answered a questionnaire relating to vocational-technical education. Table 6, p. 81, indicates the occupational profile of the head of the household of those answering the questionnaires.

TABLE 6

	Percent
Skilled Workers	31
Laborers	14
Semiskilled	17
Management	12
Professional	8
Agriculture	6
Office Workers	4
Unemployed	4
Self-employed	4

Only 15 percent of those parents responding thought that the secondary schools provided adequate training for preparing the county's youth for job entry. Approximately 40 percent of those responding indicated a fair job was being accomplished. There was also a felt need for improved career guidance.

Seventy-five percent of those responding felt that additional vocational-technical programs were needed. When asked what they thought should be offered in the way of job training, the response was as follows:

Agriculture technicians
 Appliance repair
 Auto mechanics
 Business machine operator
 Carpentry
 Cosmetology

Data processing
 Health care
 Machine Tool operation
 Medical/dental assisting
 Retail sales
 Welding

Ninety percent of those responding favored financing the equipment, buildings, and instructors with additional tax levies. Vocational education was also looked upon favorably, as 85 percent of those responding stated that, should their child not desire to go on to college, they would encourage his/her enrollment in vocational courses at the secondary level. With regard to the "dropouts," 65 percent of those responding believed that vocational education would help keep these students in school. Forty-five percent of the parents indicated interest in attending adult evening courses should programs be offered at that level.

VOCATIONAL GOALS OF GRADUATING SENIORS

The entire population of seniors of Tunbridge County high schools were issued an occupational survey. The response rate for this instrument was 85 percent.

Seventy-two percent of the students surveyed indicated they planned to continue their education beyond high school. Most of the students in this group planned for careers that required higher education. Perhaps there is a need for new and improved vocational guidance and counseling as this appears to be a substantially large number of seniors who are headed for college.

Table 7 (page 83) indicates the vocational choices for those seniors who responded.

TABLE 7
VOCATIONAL CHOICES OF 2372 GRADUATING SENIORS
Tunbridge County

	Percent
Professional (requiring four years of college)	39.0
Office Occupations	17.1
Business Occupations	7.6
Technical (requiring two years post-high school)	7.1
Skilled Tradesmen	7.2
Agriculture	7.1
Public Service	3.7
Automotive	3.3
Armed Forces	2.5
Skilled Industrial Occupations	1.2
Building Trades	1.5
Transportation	1.6
Others or no choice	1.1

The following questions and scale should be utilized by the student and/or resource person in evaluating the students' performance in developing a one-year local plan for vocational education. Circle the YES, ?, or NO column to indicate that each part of the plan was fully covered, partially covered, or not covered, respectively.

PERFORMANCE ASSESSMENT FORM

The local plan for vocational education includes the following:

- I. an explanation of how and who was or would be involved in developing this plan
 - A. the persons were clearly identified YES ? NO
 - B. the reasons for involving them were clear YES ? NO
 - C. a plan for organizing the efforts of the planning team was clearly spelled out YES ? NO
- II. an assessment of the current status of the local program of vocational education
 - A. the student used all of the data in making the assessment YES ? NO
 - B. the student made valid assumptions when data were not available YES ? NO
 - C. the assessment identified the strong and weak points of the current vocational education program YES ? NO
- III. the plan had
 - A. a well developed mission statement YES ? NO
 - B. clearly stated program goals YES ? NO
 - C. clearly stated program objectives that were stated in measurable terms YES ? NO
- IV. the strategies were
 - A. realistic in light of the data situation YES ? NO
 - B. each objective had more than one alternative YES ? NO
- V. the plan seemed to reflect
 - A. a concept of 'system' in its development YES ? NO
 - B. there was adequate provision for 'feedback' as the plan was implemented YES ? NO

LEVEL OF PERFORMANCE: All items must receive YES responses. If any item received a ? or NO response, discuss this with your resource person and, if necessary, the learning experience, or part of it, must be repeated.

- - - - - * - - - - -